Strengths, Weaknesses and Factors that Hinder the Implementation and Practice of the EFL Aural_Oral Courses in the Harmonized Modular Curriculum: Wollega University in Focus, Ethiopia

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Abstract:
This research article is aimed at evaluating and assessing the strengths, weaknesses, and problems encountered during the EFL Aural-Oral course of the under-graduate level while the courses were implemented by teachers and practiced by students. The data were collected using interview questions for a teacher and a student, through classroom observation checklist and document analysis evaluation models. Since course evaluation is believed to help educators to select, use and exploit appropriate course materials, assessment of strengths, weaknesses, and problems encountered during implementation practice of the courses and evaluation of course materials is paramount importance. Moreover, it is known so far that course evaluation enables to predict or assess the strengths and weaknesses of curricula, course materials, teaching methods, and teachers' and learners' performances. As to make the evaluation process easier and systematic, checklist (classroom observation checklist and document analysis checklist) evaluation method was adopted by borrowing items from quite different evaluation instruments summarized and developed by Rathy's Model; Tyler's Model, CCIP Model, Stake's Model, Scriven's Model, Krikpatrick's Model, Cunningsworth's Model, and Nunan's Model.
The results revealed that the problems and weaknesses encountered in the EFL Aural-Oral course implementation and practice processes resulted from the lack of inadequacy of learning materials and resources, the course-book, improper assignment of learners i.e. assigning students without their interest and primary choice to the English language department. It was also known that though the EFL Aural-Oral courses mode of delivery was mostly student-centered, audio-visual or teaching aid materials and authentic materials were not sufficiently used. And Aural-Oral course books/text-books, audio-visual materials, authentic materials (recordings of speeches & selected public speeches), teacher's guide, and a qualified English language laboratory technician were not available. Moreover, the teacher prepared handout didn't include active learning method activities and language gaps activities.

Keywords: Aural-Oral courses (Listening Skills & Spoken English), Modularization, Programme/Course Evaluation, Evaluation models

1. Introduction

Professionals in the field of education define and explain curriculum development as it is the processes, principles and procedures which incorporates and integrates planning, implementation, management and evaluation of an educational programme. They alsodescribesyllabus design, in which the contents of a course/s selected, sequenced, and/or graded as a sub part ofthe planning stage of curriculum development. Furthermore, programme or course evaluation as it is inter-changeably called is believed to be a process in which different types of data are collected systematically from educational materials, officials, teachers, students and other stake holders.

Programme evaluation is, therefore, one of the essential aspects of any curriculum that can take place at the end or most probably at all stages of curriculum development, planning and implementation, and should involve all participants or stake holders. It is understood as a kind of quality control in which various aspects of an instructional programme or course are explored. In a nut shell, programme evaluation is an attempt in which different elements of a given curriculum are scrutinized in depth. To this end, the evaluator will make every effort to collect information from different sources such as students, teachers, administrators, course designers, program staff, and so on. The evaluator will try to gather data through field notes, questionnaires, interviews, observations, and course documentations.

Furthermore, the important issue in any programme evaluation is to indicate some necessary changes. In other words, the end product of an evaluation endeavor is the improvement and modification of a curriculum, syllabus, a course material of an educational institution. (Richards & Renandya, 2002; Nunan, 1988, 1989; McDonough& Shaw, 1993; Zohrabi 2012).

1.1. Background

In Ethiopia, one of the specific objectives stated in Education and Training Policy of the Federal Democratic Republic Government of Ethiopia (April,1994, 2.2.12) recognizes the rights of nations/nationalities to learn in their language, while at the same time providing one language for national and another one language for international communication.

The above education policy in general and the language policy in particular vividly states how important English language is in the current Ethiopian education system.

It is widely believed and implied in the education policy referred above, providing learners with quality education in general and English as foreign language in particular has become a major area of concern at present. As a result, the education system in Ethiopia has been experiencing some reforms at all levels of education such as the current modular instructional programme.

Thus, in Ethiopia, modularization began to be implemented in the 2005 Eth.c academic year in almost all Ethiopian public universities, hoping that it could bring about improvements in the education system of the country. However, some challenges or complaints were raised by teachers and students from the beginning of the implementation year.

1.2. Statement of the Problem

It is recognized by educators in the country/Ethiopia that the quality of education in general and English language in particular has been deteriorating to some degree. For example, Mulugeta(2009) states that although English language plays a vital role in promoting effective teaching and learning at secondary and tertiary levels since a good command of English language by both the learners and teachers is of paramount importance, there had been a perennial/constant complaint that instruction both in Ethiopian institutions of higher learning and in secondary schools had been declining in standard and some people are often heard to attribute this decline to the inefficient command of English.

It has been understood that the implementation of modular EFL course has had problems. In other words, it is believed by teachers and students that they face some difficulties or challenges during implementation practices of modularized EFL courses.

Subsequently, it is this researcher's major intention to evaluate the Aural-Oral EFL module courses teaching materials within the harmonized modularization programme. In other words, the researcher wants to assess the effectiveness of the implementations and practices in methods, human and material resources, evaluation methods, course materials, and material preparation and organization etc, of the Aural-Oral EFL modular instructional courses. As inefficiency in aural- oral communication may lead to the hindrance of the intended implementation and practice of the current harmonized competency-based EFL modular courses, the researcher is interested to conduct this research on Aural-Oral EFL modular instructional programme before things go wrong or worse.

In a nutshell, the specific problem of the study under investigation in this research is the lack of quality of education in the process of teaching and learning of the EFL Aural-Oral courses; in other words, the lack of appropriate and adequate implementation and practice of the EFL Aural-Oral Courses in the Nationally Harmonized Modular at first year under-graduate level of education/programme. As a result, this article aimed at discovering the attitudes of instructors and students towards the harmonized modular Aural-Oral EFL courses.

2. Research Design and Methodology

This study was handled through qualitative research methodsbecause an attempt was made to evaluate or examine the current harmonized modular Aural-Oral EFL courses from different perspectives by collecting data through interview, classroom observation, document analysis qualitatively.

Subsequently, a descriptive case study research design was used in this study, because a case studyis commonly understood as the intensive study of a single case where the purpose of that study is least to shed light on a larger class of cases (a population). Case study researchmay incorporate several cases, that is, multiple case studies. At the point where the emphasis of a study shifts from the individual case to a sample of cases, we shall say that a study is cross-case. Evidently, the distinction between case study and cross-case study is a matter of degree. The fewer cases there are, and the more intensively they are studied (Gerring 2007). As a result, this study endeavored to assess or evaluate the strengths, weaknesses, and problems encountered during the EFL Aural-Oral courses of the under-graduate level while the courses were implemented by teachers and practiced by students in the case of a single class of the EFL Aural-Oral courses in the current harmonized modular programme.

Moreover, this evaluation of the EFL Aural-Oral courses' human and material resources was conducted at Wollega University during 2011(2019 G.C) Ethiopian academic year so as to assess or evaluate the strengths, weaknesses, and problems encountered during the EFL Aural-Oral courses implementation practice in the nationally harmonized modular for first year EFL students in undergraduate programme.

2.1. Sampling Technique

The following two sampling techniques were used in this study:

 Purposive Sampling was used in selecting:

- the Aural-Oral skill courses since it will not be manageable to evaluate all the fourteen EFL modules in a single research. In addition, the researcher observed that most of the learners' challenges in language learning are around the Aural-Oral skills for students are frequently seen less effective in communicating orally in the target language (English language) in and outside of the classroom.

- Wollega University, in order to assess the strengths, weaknesses, and factors that affected the implementation and practice of the EFL Aural-Oral courses in detail as this researcher is currently attending a PhD programme at this university, so I believe that I can gain staffs' genuine cooperation easily in collecting data and other related issues. In addition, availability sampling was used when:
- Collecting data from the EFL Aural-Oral course teacher of Wollega University who have been offering the Aural-Oral courses, the English language department head, a student who has attended the EFL Aural-Oral courses, a language club coordinator, and an English language laboratory technician.
- Selecting learning material resources (course syllabuses, text/course books, handouts, continuous assessments, recommended books, reference books, language lab. materials etc.) direct participants of the research, and the Aural-Oral courses teacher.

2.2. Instruments of Data Collection

The main instruments for collecting data in this study were:

- Interview: the researcher used interview to obtain data from a teacher, and a student, and a department head, a language club coordinator, librarians and a language laboratory technician.
- Classroom Observation: the researcher used classroom observation for collecting data while the EFL teacher and students implement and practice the harmonized modular EFL Aural-Oral courses in the actual classroom.
- Document Analysis: Since document analysis is helpful to gather primary data, the researcher used document analysis/programme evaluation models as tools to assess the Aural-Oral EFL module syllabus, course books, reference books, recommended books, handouts, course outlines, continuous, final assessments, libraries, language club, and English laboratory technician.

2.3. Analysis Strategy

The collected data were presented, analyzed and interpreted using descriptions or explanations. Thus, data collected using interview from a teacher, a student, department head, language club coordinator, English language lab. technician and data obtained through document analysis from EFL Aural-Oral course syllabus, course books, reference books, recommended books, handouts, course outlines, continuous and final assessments were analyzed through description or explanation. Consequently, in order to collect data from documents and classroom observation checklists were adopted and prepared.

As hinted above, the subjects of the study are EFL instructor who offered the Aural_Oral courses and first year EFL students who were taking the Aural_Oral courses, English language department head, language lab technician, language club coordinator and the required course materials.

3. Discussion

3.1. Interpretation to Students' Open-Ended Questions

Students were given four open-ended questions and they reacted as follows:

For one of the questions that asks whether or not the language laboratory used in the Aural-Oral courses useful in supporting their development of specific skills in English language, they replied below respectively although some are irrelevant(IRR) to the question which are excluded here:

yes, speaking in public speech; don't have lab; we don't use the lab but important; ....; no, because we haven't; yes, again and again communicate but no lab; Yes, b/c always communicate to develop my ability; Yes, communicate develop my skills.

In general, students believe that the language laboratory is useful to them in supporting their development of specific English language skills when they were learning the Aural-Oral courses; however, they confirmed that the English language department has no language laboratory. This is corroborated by the teacher's and the department head's interview responses which confirm the presence of a machine in the language lab but the language laboratory is totally malfunctioned.

3.2. Interpretation of Data from an Interview for A Student

A student who said he has been learning English language for the last thirteen years was asked the following questions about the Aural-Oral courses and he replied as:

For the question what problems were he (and his friends) faced while he was learning the Aural-Oral courses he replied that pronouncing English language words, lack of reference and text-books and he didn't have experience (base) in previous grades communicating in English language orally, this the lack of reference and text-books is also observed during document analysis. Concerning whether or not English language department was his first choice to join replied that English language department was his first choice to join because the thought that English language is an international language that could help him to communicate with different people in the world, but the English language department head's interview response is different this student's response as the teacher stated that almost all students didn't choose to join English language department. Regarding with what opportunities he has if he speaks and listens English language outside the classroom or in Ethiopia, speaking and listening English in Ethiopia could help him to communicate with foreigners and to be employed in some institutions/offices.

Student's response about which one/s of the English language skills is most interesting, easiest, and most difficult/challenging, he replied that writing skill is most interesting, reading skill is easiest and speaking is most difficult

and challenging. He also replied that pronouncing some English language words and speaking/talking in English language was his main challenge during studying the Aural-Oral courses.

Whether he has joined /is a member of English language club/society, he replied that he once registered to join the English language club, he didn't go there and he didn't participate/practice. He replied that he thinks he has improved his English language ability since he started learning the Aural-Oral courses.

When replying about the difficulty he has in using English language, he said again that as he answered earlier pronouncing some English words and shortage/lack of English words to express himself or to speak in English language were his difficulties so far. For the question related to how much /many hours he spent on the Aural-Oral courses, i.e. speaking in English language, in the past seven days inside and outside of the Aural-Oral course classes (including speaking with your teachers and friends, class presentations, watching TV and films, reading books/papers, etc,), he replied that he has spent about ten hours speaking in English language, in the past seven days inside and outside of the Aural-Oral course classes (including speaking with your teachers and friends, class presentations, watching TV and films, reading books/papers, etc,).Furthermore, when/where he uses English language outside the Aural-Oral courses, he replied that he speaks English language outside the Aural-Oral courses in speaking with friends, attending weekly religious meetings and conversation through cell-phone with his Indian teacher.

About the issue of making friends other than Ethiopians, he answered that he has an Indian teacher as a friend and communicate with him in English language.

3.3. Analysis and Interpretation of Data from an Interview for the Course Teacher

The teacher who taught three of the four Aural-Oral courses was asked to answer questions and he replied that he strongly agreed to the following issues that:

In language laboratory, the Aural-Oral courses teacher has to let students practice emulating some of the famous persons' speeches and selected public lectures,During lab sessions , the Aural-Oral courses teacher has to present sample dialogues by creating contexts of real situations for students to help them practice the English language arranging students in pairs and in groups,

The Aural-Oral courses teacher has to give students individual and group work activities to help them practice analyzing selected speech of famous persons,The Aural-Oral courses teacher has to give pair and group work activities to help students to acquire effective speaking skills such as choosing subject and purpose,The Aural-Oral courses teacher has to give activities to let students practice to identify steps in preparing presentations like finding out information, consolidating a theme with sound details and framing a message,The Aural-Oral courses teacher has to give students tasks that can support them to identify the four types/modes of advanced speech such as memorized, manuscript, impromptu, extemporaneous,Furthermore, the Aural-Oral courses teacher has to assess or evaluate stage control or management practices employed by his/her students, and the Aural-Oral courses teacher has to encourage students to practice emulating or imitating a classroom lecture of their favorite instructor, speeches of their favorite public speaker, public lecturer, artist, diplomat etc.

However, concerning whether or not the Aural-Oral course/s teacher after explaining lessons in English language, s/he has to translate into learners' mother tongue, the teacher neither agreed nor disagreed/he was unable to decide whether or not the Aural-Oral course/s teacher after explaining lessons in English language, s/he has to translate into learners' mother tongue.Regarding with whether or not he missed classes, he replied that he missed teaching Aural-Oral classes up to three periods because he had to attend meetings. Consequently, he confirmed that though he missed classes due to meetings, he made them up or he arranged make up classes right away.He believes in general that teaching the EFL Aural-Oral courses was not difficult rather it was interesting, but he thought that the practice or the activities presented for students in the Aural-Oral courses were not adequate to help learners be competent communicators in English language.He also replied that as a weakness of the Aural-Oral EFL courses, there is shortage of materials both hard and soft copies including audio recordings and there are no centrally prepared course materials. He replied that the challenges he encountered were many. Among the challenges a few were whenever he was teaching Aural-Oral lessons his students didn't understand what he was saying because they cannot understand the correct pronunciations of the words; that was the very critical problem he encountered. The student's interview response confirms the existence/prevalence of English language pronunciation problem among learners.He told that once he gave his own topics and story that his students couldn't comprehend and respond to some questions that follow the story he told. It was a very interesting and arguable topic but they couldn't respond. They couldn't even utter a word. They didn't understand, it might be from their base/background. Concerning what he knew about if students prefer to join the English language department, he replied that assigning students/students' placement to respective departments, most of the time it was not by their preference. They joined the English language department when/after other departments were full/took their fill/ completed. That means students joined the English language department out of their interest, the dept. head's interview response supports, but student's interview response denies this. In relation to the teaching and learning resources, what human and material resources were not available or inadequate for the teaching and learning of the Aural-Oral courses, he replied that the issue was very serious, regarding the question students lack course materials like text-books, language laboratory (the lab is still not functioning), audio-visuals specially audio recordings although he brought his own materials and he was facilitating, so with the absence of the resources, it was very hard time or very, very difficult for him to teach the Aural-Oral courses. This is confirmed by students' questionnaire responses, department head's interview response, and data from document analysis.For the question what complaints he got from students who took the Aural-Oral courses as challenges or problems during implementation and practice of the courses, he replied that in fact they didn't complain because they didn't want to talk. No complaint at all from students. They expected/showed their complaint through

keeping quiet, but from the department head's response, students complain about their inability to cope up with their teachers' speed and pronunciation.

3.4. Interpretation of Data from Interview for English Language Department Head

The department head of English language was interviewed and his responses were transcribed and analyzed below:

For the question what resources (human and material) he thought were not available or inadequate for the teaching and learning of EFL courses in general and specifically for the Aural-Oral courses, he responded that as department they had general TEFL teachers so they didn't have specific or specially trained instructors for giving listening and speaking courses. He said that their teachers were trained for teaching all EFL courses. He hoped they could manage teaching the courses. He emphasized the prevalence of lots of inadequacies; the first one was Aural-Oral courses were taught like other courses, but they should be taught differently i.e., they should have aids like labs, audio-visuals, tapes, video materials to show the actual authentic communications. He informed that Wollega University bought for above two million birr language lab equipment but it couldn't work. Even it didn't work for one day and it was working still. So he mentioned that they had shortages of teaching materials like labs, audio-visuals. Those were very cute problems. He said that their students couldn't have access to a single lab or language laboratory. Concerning text books we didn't have course book/text-book but they had modules/syllabus in addition teachers prepared short guides/notes so as to help students in speaking as well as listening classes but these were more of hard copies; they were not much helpful to give the authentic pronunciation and actual authentic speaking and listening activities, so the above mentioned were some of the problems they faced while teaching the Aural-Oral courses. For instance, it could be important to note here that in one of the Aural-Oral courses _ Advanced speech course syllabus it is emphasized that learners are required to practice in the language lab for forty hours. Thus with the absence language lab, students missed this much of important time practicing the topics in the Aural-Oral course. Regarding the question what complaints did he get from Aural-Oral courses instructors and from students as challenges or problems during implementation and practice of the courses, he replied that the problem began with English language department assigned students; the way they were nominated/ students' placement students were assigned in different ways, assigned with interest very few, because English language department got students from social sciences so students who were assigned to social science college again asked to join departments including English language department. He thought students who joined English language department were that much language wise strong. When it came to teaching like speaking students were always with problem. So teachers were complaining that students were not up to the level and they were not interested or they didn't have the required performance; they didn't have speaking background. Thus teachers complained one, the assignment of students to English language department. Second, they complained about materials meaning not having hard copy, lab, audio-visual materials are not fulfilled.

On the other hand, he replied that students mostly complain about they didn't have the above access and didn't say anything about the lab because they didn't know about it. However they complained what teachers taught was not clear to them and that was the reason they were poor meaning they had poor grades in Aural-Oral courses; students were also complain about their teachers that their teachers didn't give them good grades and students complained that they couldn't cope up with some teachers' pronunciation, speech speed and some teachers mistreat them because students couldn't speak, deliver appropriate presentations. Concerning students' assignment, the English department head wanted to stress/emphasize and explained further he began saying that the English language department started when Wollega University began its work, but due to the general educational problems and language failure, students then tried to run away from this department. So when it came to English language department students' assignment or placement he said that the university/ social science college/they got list of students from the Ministry of Education. Then when students were asked to join the English language department they were afraid of joining the department and they ran away. So as they couldn't get even one single student that wanted to join the English language department, he said they were begging students to join the department for fear that the English language department might be closed. He said that they even finally like forcing them or sometimes bribing type of like begging and agitating saying it was a good department, they could help them, so on. He added, he didn't think that students join that department with their own interest; students with high scores didn't join the department might be students with average scores joined the department i.e., what higher education/ institutions received there was a standard. But motivation or interest should matter. For example, one student that year joined English department changed from Law department although he was assigned to Law department; this student was one who had high marks but because of interest he came to English department. So they need students like that who could join English department with interest, but some or the majority of students who joined the English department were not by their interest rather they were pushed. So, he stated his opinion as that were some of the problems of English language department thus it could be said that the English language was in jeopardy or in danger. The English language department head's response to, at their department level if there was an established follow up team/supervisors that could control the implementation and practice of the modular EFL Curriculum Programme, he replied that there was no a kind of supervision but they had committee when assigning teachers to teaching EFL courses and that committee followed exam preparation/writing. Some groups/ teams were formed based on similar subjects and the committee was functioning as people who could see exams, people who assigned teachers, people who could see grades, and sometimes who could see problems/complains of students. Therefore, he concluded that they didn't have actually an established follow up team/supervisors that could control the implementation and practice of the modular EFL Curriculum Programme, but committees or teams whose members changed in two years time and functioned not constantly but during examinations, when problems arise that was because instructors were buy for teaching their own

different classes or courses. Therefore, he summarized that they were working as a team and the team organized and functioned for sometimes they worked then they departed.

Language club facilitator that was functioning under the English Language Improvement Centre (ELIC) coordinator replied that very few English language department students were members of the club; the club mostly works on writing and grammar activities not on listening skills and spoken English tasks.

English language laboratory technician replied that the Language lab. at Wollega University is totally not functional or it is not giving service due to machine installation problems since it was bought.

3.5. Analysis and Interpretation of Data from Classroom Observation

The Aural-Oral course classes were observed in two different periods; the first class was observed on April13/2019 and the second class was observed after one month on May 17/2019. The following issues were observed on both occasions: Students were practicing the procedures for advanced speech delivery; the course teacher helped students practice the procedures for advanced speech delivery; the course teacher was roaming around to support and check pair and group works; the course mode/method of delivery was mostly student-centered; the course teacher encouraged students to speak, ask and answer only in English language; students were motivated and participated during classroom tasks. On the contrary, the following points were not observed on both classroom observation sessions: the Aural-Oral course teacher didn't use audio-visual or teaching aid materials, and he didn't use authentic materials.

The following issues were observed during the first classroom observation session but not occurred on the second period: students were frequently discussing in English language during group work, and the course teacher presented lessons by creating contexts of real situations. On the other hand, the following points were observed at the second observation session while they were not occurred during the first observation: students were frequently discussing in English language during pair works, and the course teacher gave oral immediate feedback.

3.6. Analysis and Interpretation of Data from Document Analysis

The aim of this document analysis or investigation was to assess or evaluate the presence of human and material resources at Wollega University sufficiently for the teaching and learning of the Aural-Oral courses and to confirm whether the materials were present in the libraries and being actively used; whether the materials were present but not being used or partially achieved; whether the materials were absent; whether there was no opportunity to evaluate the materials. As a result of this, it was confirmed that there was an Aural-Oral courses syllabus from which the Aural-Oral course teachers prepared handouts that were handed over to their students who took the Aural-Oral EFL courses. So, Aural-Oral course syllabuses and subject teacher prepared handouts were adequately presented and were being used by both course teachers and students, and the handouts were based on the syllabus. In addition, from the teacher's interview response it was stated the existence of teacher prepared handouts for learners which was not centrally organized. It was also verified that there are qualified teachers who hold PhD and MA degrees in TEFL, not of course qualified in teaching specifically Aural-Oral courses. In addition, there was a suitable classroom which has appropriate and moveable seats, but the recommended course books and recommended reference books in the course syllabuses some were not found and most of them were misplaced i.e., important recommended reference and recommended course books for Aural-Oral courses were abundantly reserved on (Post Graduate) PG library shelves in which under-graduate students were not allowed to enter where as these books/copies were scarce or absent on the shelves of under-graduate libraries. Thus Aural-Oral course learners have no options for adequate and variety of Aural-Oral course materials.

On the other hand, it was notable that the presence of mal-functional or which was not being used English language laboratory and inadequacy of internet access in some under graduate libraries; of course, there was no solely organized and arranged internet room for English major students. There was also a language club under English Language Improvement Centre (ELIC) that was inactively or insufficiently used due to the lack of Aural-Oral course materials, i.e., so far it focused only on writing and grammar aspects of the English language. The ELIC facilitator told that very few English language department students were participating in or members of the language club.

On the contrary, Aural-Oral course books/text-books, audio-visual materials, authentic materials (recordings of speeches & selected public speeches), teacher's guide, and a qualified English language laboratory technician were not available or totally absent.

The next document analysis part focused on the assessment/ evaluation of the text materials or the content analysis part (syllabuses, text books, handouts), and the language activities/tasks in the Aural-Oral courses. As it was mentioned earlier during teacher's interview, there is no centrally prepared text-book or course book for the Aura-Oral course. So the following evaluation focused on the course syllabus and teacher prepared course handout.

In the detailed and comprehensive Aural-Oral course syllabus otherwise named as course guidebook the contents of the course are graded and sequenced appropriately from simple to complex, from familiar to unfamiliar, and from more frequent to less frequent.

Although the Aural-Oral course syllabus seems skills-based syllabus for it focuses on the speaking and listening language skills, it is a product oriented syllabus or objective model syllabus because it is concerned with the end or outcome and the objectives which the learners have to achieve at end of the language programme. As a result, from the two types of product oriented syllabuses (structural/grammatical/formal, and functional/notional) this Aural-Oral course syllabus seems to be functional/notional syllabus for it refers to the purpose of using the language and refers to the conceptual meaning of the language in use i.e., it is based on what learners want to do through the English language; it is based on learner-centered and communication oriented-syllabus. In order to corroborate the previous point, it would be better to see how the objectives of the Aural-Oral course are as stated in the course guide below:

Upon the successful completion of this course, trainees will be able to:

Develop the techniques of speech delivery; Acquire increased confidence of delivering speech; Understand the procedures for speechdelivery; identify the purposes of speeches; and Demonstrate the elements of speech in instructions. The following are exercises found in the teacher prepared handout for Aural-Oral course:

How do you define persuasion? Mention any three approaches to strategic persuasion. Create an inventory of the physiological symptoms of communication apprehension you experience when engaged in public speaking. Which ones are most interested in learning to manage?   With a partner or in a small group, discuss which myths create the biggest problems for public speakers. Why do people believe in these myths? Make a list of sources of your communication apprehension. What factors contribute most to your anxiety about public speaking? Go to http://www.hypknowsis.com and practice a few of the simple beginning visualization exercises presented there. Make a plan of managing your anxiety before and during your speech that includes specific techniques you want to try before your next public speaking assignment.

As in the Aural-Oral course syllabus, the teacher prepared course handout is organized without including other English language skills; so this handout focused and incorporated only the listening and more of the speaking skills. Although important Aural-Oral topics and sub-topics are presented in the handout, there is no adequate recycling/repeating of topics and sub-topics. In addition, as the learners are less experienced or have no base and English language is not their mother tongue, so they have/face difficulties/challenges, the teacher prepared handout and all the Aural-Oral course materials as well require a high degree of teacher input or support. This lack of base and facing challenges as English is not their first language is confirmed from students' responses in the students' questionnaire. Therefore, the Aural-Oral course materials cannot be used as almost self-sufficient for learners or as teacher proof without the support of the course teachers.

As it can be seen in the teacher prepared handout for Aural-Oral course, there is proper relationship between topics, sub-topics, and course objectives; each part of the material is related/integrated to the whole Aural-Oral course. For the ratio (1:1) of distributing the teacher prepared handout is sufficient, it is believed that this facilitates the teaching-learning of the Aural-Oral course. And the layout and typography/font of the teacher prepared handout for the Aural-Oral course is intelligible and legible because it is supported by pictures and examples in some parts of the handout. Furthermore, this teacher prepared material if facilitated by Aural-Oral course teachers it could be suitable for individual, pair, and group English language learning and for young, adult, and foreigner English language learners. Nevertheless, the Aural-Oral course teacher prepared handout doesn't include any aspect/s of British and/or American culture. As a result of this, the teacher prepared handout denies the fact that language learning is used/important as a vehicle for cultural understanding and exchange.

In the following part, it is focused on the evaluation and assessment about the language activities/tasks/ exercises in the Aural-Oral course teacher prepared handout though some points were raised previously when showing that the suggested activities in the syllabus and the language exercises in the handout are different. The main aim of the above stated exercises in the handout seems to teach speaking skills for communication.

And as it can be seen, the instructions in the handout for Aural-Oral course or the language exercises themselves are not confusing; they are rather clearly written. The exercises or the language activities in the handout are prepared also based on or from the Aural-Oral course syllabus and they are suitable for pair and group work discussions, but they are insufficient in encouraging the personal involvement of the learners in the learning process; by helping students expressing their own ideas and lead to a meaningful communication and by talking about themselves or finding out about each other's and practicing active learning and teaching method for listening and speaking activities such as role play, jigsaw, interviews, information gap, games, etc. as in A guide to Active Learning Methods (2008). These methods are considered as merely tools to achieve the important language learning objectives by allowing or providing students with opportunities to communicate fluently and effectively. Furthermore, although the information gap, opinion gap, and reasoning gap tasks according to Prabhu(1987) are the three main categories of tasks which involve learners and are helpful in order to promote real communication between students; without such gaps of language activities, the classroom activities and exercises will be mechanical and artificial, unfortunately, these tasks are insufficiently incorporated in the teacher prepared handout.

Although it is tried to make the Aural-Oral course exercises in the handout meet the learning objectives in the syllabus and relevant to students' English language communication needs, these exercises are not adequately varied and contextualized, inadequate in quantity, inadequate to take into account learners' social and cultural backgrounds. What is more, there is insufficient issue or point which indicates competitiveness and problem solving element, i.e., there are no enough exercises in the handout that make students compete between or among themselves and solve problems.

The other important element of content analysis in the evaluation of using the document analysis focused on the teacher prepared and used Aural-Oral course assessment mechanism; namely, the continuous assessment and the final examination.

Thus, the evaluation on the Aural-Oral EFL course at Wollega University was particularly on a test which was one of the seven continuous assessments and the final examination of the Aural-Oral courses_ Advanced speech; they both were given by the teacher and it was believed they could be used as samples to be evaluated. Both of them were a written test and a written examination; they are not oral test and oral examination. The test which was marked out of 10% has three parts like True or False, Matching, and Fill in the Bank Spaces. Similarly, the final exam is sectioned as True or False, Matching (twice), Choosing, and Fill in the Blank Spaces.

Based on the general grade report that incorporated marks of each of the seven continuous assessment and the final examination, it is believed that students were assessed appropriately and continuously in the Aural-Oral course. In

addition, the assessment method of the course teacher was almost the same as to what has to be accomplished according to stated assessment methods in the Aural-Oral course syllabus such as:

 Assessment

- Continuous assessment... 60%

Presentation 1…10%; presentation 2…10%; presentation 3…10%; Group Assignment 1.10%; Group assignment 2.10%; Group assignment 3.10%

- Final exam …40%

From the Aural-Oral teacher's interview responses, it was known that timely or immediate feedback was given to students after each Aural-Oral course assessment. And students were graded fairly in the Aural-Oral course as can be seen from the students' general grade report that ranges between 60/100_ 90/100 and letter grade of C+ _ A+. Moreover, as seen from the test and the final examination, the assessment method in the Aural-Oral course was relevant, appropriate, and adequate, to the course objectives in the course syllabus, to the classroom practice, and to the handout; i.e., the assessments were based on the course objectives in the course syllabus, the classroom practice, and they were from/based on the teacher prepared handout.

On the other hand, except for the kind of the Aural-Oral teacher assessment method, there is no a clear indication about the presence, implementation and practicing of self-assessment and peer-assessment method in Aural-Oral course.

4. Findings

Based on the collected data, the following issues or findings could be considered as the strong sides/strengths of the Aural-Oral courses: The course teacher was moving around the classroom to support and check pair and group works; The course mode of delivery was mostly student-centered. The course teacher encouraged students to speak, ask and answer only in English language; Students were motivated and participated during classroom tasks in pair and group works; There are qualified teachers who hold PhD and MA degrees in TEFL not of course qualified in teaching specifically Aural-Oral courses; There is a suitable classroom which has appropriate and moveable seats; The Aural-Oral course syllabuses and subject teacher prepared handouts were adequately presented/distributed and were being used by both course teacher and students; The teacher prepared handout and the harmonized modular Aural-Oral course syllabus or the course guidebook are similar; they have no difference; they relate to each other; one is relevant to another; The ratio (1:1) of distributing the teacher prepared handout is sufficient; The Aural-Oral course exercises in the handout meet the learning objectives in the syllabus and relevant to students' English language communication needs; Timely or immediate feedback was given to students after each Aural-Oral course assessment and students were graded fairly; The assessment method in the Aural-Oral course was relevant, appropriate, and adequate, to the course objectives, classroom practice, and teacher prepared handout; however, based on the collected data, the following issues or findings could be considered as the hindrances, weak sides/weaknesses of the Aural-Oral courses: Not having centrally/commonly prepared Aural-Oral course book/text-book or there is shortage of materials both hard and soft including audio recordings and no centrally prepared course materials; Assignment or placement of students to English language department without their interest and having reasonable grades; The Aural-Oral course teacher didn't use audio-visual or teaching aid materials, and he didn't use authentic materials; The Aural-Oral course books/text-books, audio-visual materials, authentic materials (recordings of speeches & selected public speeches), teacher's guide, and a qualified English language laboratory technician were not available or totally absent; Important recommended reference and recommended course books for Aural-Oral courses were abundantly reserved on (Post Graduate) PG library shelves in which under-graduate students were not allowed to enter where as these books/copies were scarce or absent on the shelves of under-graduate libraries; Lack of English language laboratory and inadequate internet access. There was also a language club under English Language Improvement Centre (ELIC) that was inactively or insufficiently performed; Very few English language department students were participating in or members of the language club; The Aural-Oral course objectives are articulated improperly and unclearly for they included only performances component and excluded conditions and standards components; The teacher prepared handout excludes tutorial, practical, and lab sessions; moreover, the suggested activities in the syllabus and the language exercises in the handout are not similar; they rather are different; The exercises in the handout are not adequately varied and contextualized, inadequate in quantity, inadequate to take into account learners' social and cultural backgrounds. What is more, there is insufficient issue or point which indicates competitiveness and problem solving element; The exercises in the handout haven't included active learning method activities and language gaps activities; In the Aural-Oral teacher assessment method, there is no a clear indication about the implementation and practicing of self-assessment and peer-assessment method; The Aural-Oral course teacher prepared handout doesn't include any aspect/s of British and/or American culture.

5. Conclusion

On the bases of the above collected data and the findings of the study, the following conclusions are made:
As the important recommended reference and recommended course books for Aural-Oral courses were abundantly reserved on (Post Graduate) PG library shelves in which under-graduate students were not allowed to enter where as these books/copies were scarce or absent on the shelves of under-graduate libraries, learners have no options for adequate variety of Aural-Oral course learning materials;

Due to the absence of language lab students missed much of important time of practicing the important topics in the Aural-Oral course; With the absence of the teaching resources, it was very hard time or difficult for Aural-Oral course teacher to teach the courses for the students to practice the language;

As language department students did not actively practicing being member in the ELIC or in the language club, they missed this relevant platform where they could display and improve their English language communication ability. For the exercises are not adequately varied and contextualized, inadequate in quantity, inadequate to take into account learners' social and cultural backgrounds; and insufficient issues or points which indicates competitiveness and problem solving element, i.e., there are no enough active learning method and gaps activities/exercises in the handout that make students compete between or among themselves and solve problems; lack of these can hinder the effort made by learners to improve their English language communication ability; For students were assigned to English language department without their primary interest, they could lose interest, participate passively, and succeed less.

As the Aural-Oral course teacher prepared handout doesn't include any aspect/s of British and/or American culture, the teacher prepared handout denies one of the importance of language learning as a vehicle for cultural understanding and exchange.

6. Recommendation

On the bases of the above collected data, the findings of the study, and conclusions stated before, the following recommendations or suggestions are forwarded:

In order to improve their English language communication ability students need their practicing writing in English language, practicing English language grammar, practicing speaking/listening in English language, and using dictionary and speaking with friends can help them improve English language communication ability; It would be acceptable and comprehensive if Aural-Oral course objectives were articulated having the three components of learning objectives; The way students assigned to the department of English language should also be improved; equal importance concerning students' marks or grades has to be given by the Ministry of Education during assigning students to natural and social sciences; Teaching and learning materials like English language laboratory, the oral, audio-visual materials should be fully provided by the university; Teachers should enable students to speak in English language properly and should enable them listen to different English language authentic medias; Wollega University should employ a skilled/trained language lab technician; The Aural-Oral courses teaching-learning materials should be prepared by expertise or people who could teach Aural-Oral lessons not by other persons that means professionals should prepare the Aural-Oral course materials, the course books which must have/ incorporated different titles that may express ideas; Hard and soft copy Aural-Oral course materials should be prepared; The Aural-Oral course needs a thorough revision constantly by the course instructors and by other concerned bodies; It has to be mandatory for all English language department students to be active members of the ELIC or the language club; The Aural-Oral course exercises/activities should be prepared aiming at to be relevant to students' English language communication needs; The Aural-Oral course exercises/activities should be prepared adequately varied and contextualized taking into account learners' social and cultural back grounds; The Aural-Oral course exercises/activities have to incorporate sufficient issues or points which indicate competitiveness and problem solving element;The Aural-Oral courses exercises/activities have to include the active learning method activities and language gaps activities; Language teachers have to implement and practice self-assessment and peer-assessment methods in the EFL Aural-Oral courses;Language teachers should strictly call and keep attendance as it is stated in the syllabus as mandatory in the course policy; Aural-Oral courses teachers must encourage consistently their students to communicate and practice in English language in and out of the classroom; English language department teachers have to carry on creating meaningful awareness and giving persuasive orientations so as to attract students to the English language department; Wollega University librarians should reserve the important reference and recommended books of Aural-Oral courses for under-graduate students on the shelves of under-graduate libraries where they are accessible to them; The Aural-Oral course teacher prepared handout should include aspect/s of British and/or American culture.

7. Acknowledgement

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